DOCUMENT RESUME

ED 157 576 JC 780 420

AUTHOR Robinson, Isaac A.; Shearon, Ronald W.
TITLE Black Students in the North Carolina Community College System: Implications for Educational Programming.
SPONS AGENCY North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; North Carolina State Board of Education, Raleigh.; North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
PUB DATE 19 Jul 78
NOTE 21p.; Presented to the Southeastern Region Community College Research Special Interest Group (Williamsburg, Virginia, July 19, 1978)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Access to Education; *Black Students; College Choice; Community Colleges; Educational Planning; Extension Education; Institutional Research; *Junior Colleges; Junior College Students; Program Planning; State Surveys; *Student Characteristics; Student Financial Aid; Student Motivation; Student Recruitment

ABSTRACT

A 45-item questionnaire was used in a survey of 3,396 of the 39,988 black students enrolled in the 57 institutions in the North Carolina Community College System (NCCCS). Beyond identifying the students in relation to their demographic, socio-economic, academic, attendance, program area, and institutional attraction characteristics, the study sought to identify which segment of the black population was being served, and of this group which would have no other access to education; to determine the most effective recruitment strategies; and to assess the amount and source of financial aid to black students. The study concluded that black students enrolled in the NCCCS had different socio-economic, demographic, and attendance characteristics than those of non-black students; NCCCS tended to serve a disproportionately high share of the state's black population; community colleges/technical institutes provided a major avenue for access to educational opportunities for the non-traditional student in the black population; institutional personnel were named as the first source of information about the program by curriculum students, while extension students were more influenced by friends; black students depended primarily on their own resources for financial support; black students were motivated to continue their education primarily to earn more money and to obtain a better job. (TP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157576

BLACK STUDENTS IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM: IMPLICATIONS FOR EDUCATIONAL PROGRAMMING

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ronald W. Shearon

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Presented to the Southeastern Region
Community College Research
Special Interest Group
Williamsburg, Virginia
July 19, 1978

by

Isaac A. Robinson
Ronald W. Shearon

This report was based on data obtained from the project supported by the North Carolina Occupational Research Unit, Vocational Education Amendments of 1968 (P.L. 90-576) Title I--Part C, Sec. 131(b); the Department of Community Colleges; the North Carolina State Board of Education; and the Department of Adult and Community College Education, North Carolina State University, Raleigh, North Carolina 27607

JC 780 420

*About the authors: Isaac A. Robinson is an Associate Professor of Sociology at North Carolina Central University, Durham, North Carolina. Ronald W. Shearon is Professor and Associate Head, Department of Adult and Community College Education, North Carolina State University, Raleigh.

INTRODUCTION

The decade between 1964 and 1974 witnessed a steady increase in the number of black students attending two-year colleges throughout the United States. Recent literature documents the increasing numbers of black students in the student bodies of junior colleges, community colleges, and technical institutes (Medsker and Trent, 1965; Sewell and Shah, 1967; Bowles and DeCosta, 1971; Cross, 1971; Moore, 1974; Winkler, 1975). Godhold (1976, p. 29) observed: "The most recent enrollment data indicate that the majority of first-time entering black freshmen are going to community colleges. The trend of four-year institutions again appears to be away from egalitarianism and toward meritocracy in consideration of the poor, blacks, and other minorities." Others attributed the increasing number of black students attending those same two-year institutions to such factors as low tuition and fees, the absence of a tradition of legal segregation, and the diversity of programs to meet the unique needs of those students (Thornton, 1960; Besse, 1964). In an article published in the Chronicle of Higher Education, Winkler (1975, p. 10) reported that, in all postsecondary education, "the proportion of black freshmen to all students last fall was roughly equivalent to the proportion of blacks in the total population. An estimated 12.3 percent of the freshman class last fall was black, compared to 11.4 percent of the total population. She further noted that the total percentage of black college student enrollment increased from 5 percent in 1964 to 9 percent in 1974, and attributed a large part of the increase to increased black enrollment in community and junior colleges.

The trend toward an increasing enrollment of black students in the North Carolina Community College System (NCCCS) was documented in three previous studies of students within the System (Bolick, 1969; Phillips, 1970; Shearon et al., 1976). The 1970 Census data showed that a higher proportion of black students were attending the NCCCS than the proportion of blacks in the State's general population. In terms of programming, this significant enrollment of black students supported the need to take an in-depth look at the black student population within the NCCCS.

PURPOSE OF THE STUDY

The primary purpose of this study was to gather, analyze, and compare data regarding the characteristics of black students enrolled in the 57 institutions of the North Carolina Community College System to be utilized for programming

purposes. Five research questions and nine research hypotheses were formulated to serve as a guide for the study. Answers to these questions and predictions served as the basis for developing profiles of black students enrolled in the NCCCS.

Research Questions

Research Question 1: Who are the black curriculum and extension students enrolled in the NCCCS in relation to their demographic, socioeconomic, academic, attendance, program area, institutional attraction characteristics, and value orientation toward education?

Research Question 2: What segments of North Carolina's black adult population (18 years of age or older) are being served by the NCCCS in relation to their demographic and socioeconomic characteristics?

Research Question 3: Which black students would be least likely to continue their education were it not for the existence of the community colleges and technical institutes of the NCCCS?

Research Question 4: What recruitment strategies attract black students to community colleges/technical institutes of the NCCCS?

Research Question 5: What forms of financial aid are black students receiving and what are the sources of that aid?

Research Hypotheses

Hypothesis I: There is no significant difference between black and nonblack students in relation to their socioeconomic status characteristics (student's income, parent's income, household head's occupation, student's education, and parents' education).

Hypothesis II: There is no significant difference between black and nonblack curriculum students in relation to their socioeconomic status characteristics.

Hypothesis III: There is no significant difference between black and nonblack extension students in relation to their socioeconomic status characteristics.

Hypothesis IV: There is no significant difference between black and nonblack students in relation to the institutional attraction characteristics that influenced them most to attend that institution.

Hypothesis V: There is no significant difference between black and nonblack curriculum students in relation to the institutional attraction characteristics that influenced them to attend that institution.

Hypothesis VI: There is no significant difference between black and nonblack extension students in relation to the institutional attraction characteristics that influenced them to attend that institution.

Hypothesis VII: There is no significant difference between black and nonblack students in relation to their value orientation toward education.

Hypothesis VIII: There is no significant difference between black and nonblack curriculum students in relation to their value orientation toward education.

Hypothesis IX: There is no significant difference between black and nonblack extension students in relation to their value orientation toward education.

METHODOLOGY

The data base for this study was taken from the larger study of students in the NCCCS, Profile of Students in North Carolina Community Colleges and Technical Institutes (Shearon et al., 1976). A static-group comparison survey research format was selected for use in this study because of the large population from which the sample was taken and the nature of the major questions addressed.

Population

The population from which the data for this study was taken included all black students enrolled in the 57 institutions of the NCCCS during the spring quarter of 1974. According to the Management Information Service Division of the North Carolina Department of Community Colleges, the projected number of black students in all educational programs at that time was 39,988.

Sample Design

The sample design utilized a systematic, stratified, two-stage format. The first stage of the sampling frame consisted of selecting 16 of the 57 institutions to be included in the

study. The second stage involved selecting classes within each institution to be used in the study. Based on the sampling design, 3,396 black students were included in the study.

Instrumentation

A 45-item questionnaire (Shearon et al., 1976) was developed to collect data on the NCCCS students for this study. The items in the questionnaire were designed to collect information on students demographic, socioeconomic, academic, attendance, institutional attraction characteristics, and their value orientation toward education.

Analysis of Data

Responses to all questionnaire items were tabulated by characteristic and tables were constructed showing the weighted percentage distribution of responses by total population, curriculum students, and extension students. These data formed the base for the summary profiles of black students enrolled in the NCCCS in the time period under study.

The chi-square goodness-of-fit was used to test for significant differences between the observed and the expected frequencies of response by black and nonblack students to questions related to demographic, socioeconomic, academic, and attendance characteristics. The Mann-Whitney U-test using mean ranks was utilized in testing for significant differences between black and nonblack students in relation to their rank-ordering of institutional attraction characteristics and their value orientation toward education.

SELECTIVE SUMMARY OF RESEARCH FINDINGS: THE TYPICAL BLACK STUDENT ENROLLED IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

The diversity of the black student population of the NCCCS makes an arbitrary description of the "typical" black student an oversimplification. Thus, the description of the "typical" black student in this report represents a statistical averaging of student characteristics which served as the basis for generalizations. The profiles are presented first by the "typical" black student in the total population and is followed in each case by a comparison of the "typical" black student according to program area--curriculum or extension.

Demographic Characteristics

The data on the demographic characteristics of the total sample of black students (curriculum and extension) indicated that the "typical" black student:

--was a female over 29 years of age who was married and living with her spouse. She was a resident of North Carolina and attending an institution in her home county.

Comparison of the "typical" black curriculum and the "typical" black extension student showed that:

--the typical black curriculum student was a male; the typical black extension student was a female.

--the black curriculum student was younger than his extension counterpart--the curriculum student was under 25 years of age, whereas the extension student was over 29 years of age.

--the black curriculum student had an equal chance of being married or single, whereas the black extension student was married and living with her spouse.

Socioeconomic Characteristics

The data on the socioeconomic characteristics of the total sample of black students indicated that the "typical" black student:

--was from a home in which the head of household was a blue-collar or unskilled worker whose annual income was less than $7,500.

--had an annual income of less than $6,000.

--had an equal chance of not having completed high school or being a high school graduate.

Comparison of the typical black curriculum and extension student showed that:

--the black curriculum and extension students were similar in all their socioeconomic characteristics except education--the typical black curriculum student was a high school graduate; the typical black extension student was not.

Academic Characteristics

In terms of academic characteristics, the typical black student tended to be:

--in a general education curriculum while in high school, ranked in the middle and lower one-third of her class, and maintained a "B" or a "C" average.

Comparison of the typical black curriculum and extension student showed that:

--the black curriculum student was a high school graduate who was equally likely to have been in a general education or a college preparatory curriculum in high school, while the extension student was likely not to have graduated and was in a general education curriculum.

--the black curriculum student ranked in the middle or upper one-third of his high school class and most likely maintained a "B" or "C" average. The extension student ranked in the middle one-third of her high school class and most likely maintained a "B" or "C" average.

Attendance Characteristics

In terms of attendance characteristics, the typical black student:

--would not have attended another institution if this institution had not existed.

--she most likely lived within five miles of her institution.

--she selected the institution as her first choice among other types of institutions.

Comparison of the typical black curriculum and extension student showed that:

--the typical black curriculum student would have attended another institution had his institution not existed; the typical extension student would not have.

--the curriculum student lived within 10 miles of his institution, whereas the extension student lived within 5 miles of her institution.

--the institution they were attending was their first choice among other institutions for both the typical curriculum and the typical extension student.

Program Area

In terms of program area, the typical black student was:

--enrolled in an extension program and was taking occupational extension courses.

--she attended classes in the evening for 6 to 10 hours a week and was enrolled in no more than two courses.

Comparison of the typical black curriculum and extension student showed that:

--the typical black curriculum student was enrolled in either a technical or a vocational program, while the extension student was enrolled in either occupational extension or adult basic education.

--the curriculum student attended classes during the day for 11 to 15 hours per week and was enrolled in four courses. The extension student attended classes in the evening for 6 to 10 hours per week and was enrolled in one course.

Institutional Attraction Characteristics

The typical black student was attending that institution because of:

--the availability of educational programs, nearness to her home, and low cost of tuition and fees.

Comparison of the typical black curriculum and extension student showed that:

--the typical black curriculum student ranked the availability of educational programs as the number one reason for attending his institution, while the extension student ranked nearness of the institution to her home as the number one reason for attending.

Value Orientation Toward Education

The typical black student was continuing her education:

--to be able to earn more money, to get a better job, or to learn more things of interest.

Comparison of the typical black curriculum and extension student showed that:

--both the curriculum and the extension student ranked "to earn more money" as the number one reason for continuing their education.

--the curriculum student ranked as second "to get a better job" and the extension student gave "to learn more things of interest" a similar rank.

The Black Student Population in the NCCCS (1974) versus the Black Population of North Carolina (1970 Census)

When the proportion of black students enrolled in the NCCCS in 1974 was compared with the proportion of black adults in North Carolina's population in 1970, the following representation was found among the black students:

--more black female students than black male students, which was consistent with the sex ratio in the black population.

--black adults having a grammar school education or less tended to be underrepresented in the enrollment.

--black adults in the 18-25 age group tended to be overrepresented; those in the 60 and older age group tended to be underrepresented.

--black adults in unskilled occupations were slightly overrepresented, while the farm category was slightly underrepresented.

--black curriculum students tended to be males, which was atypical of the state's black population. Black extension students tended to be females, which was consistent with the sex ratio in the black population.

Recruitment Strategies

The typical black student was most influenced to attend her institution by:

--a friend who was not a student, her employer, or community college/technical institute personnel, in that order.

When the typical curriculum and extension student were compared:

--the black curriculum student was influenced to attend his institution by his parents or a friend who was not a student. The extension student was influenced to attend her institution by community college/technical institute personnel or a friend who was not a student.

Financial Aid

The typical black student's primary source of income was:

--regular full-time or part-time employment, spouse, or veterans' benefits.

When the typical black curriculum and extension student were compared, it was found that:

--the black curriculum student's primary source of income was full-time or part-time employment, veterans benefits, or his parents.

--the black extension student's primary source of income was full or part-time employment, spouse, or social security.

Parents' Income and Education

The data on the income and education of black students' parents indicated that they:

--had an annual income of less than $7,500.

--had less than a high school education.

When the parents of black curriculum and extension students were compared by income and education, it was shown that:

--both groups of parents tended to have annual incomes of less than $7,500. However, as compared to parents of extension students, three times as many parents of curriculum students had annual incomes of over $15,000.

--both groups of parents tended to have less than a high school education. However, more than twice as many parents of curriculum students as extension students were high school graduates.

Significant Differences Between the Characteristics of Black and Nonblack Students in the North Carolina Community College System

Testing the hypotheses listed earlier revealed that:

--Black students differed significantly from nonblack students in all socioeconomic status characteristics.

When compared by curriculum and extension status:

--black and nonblack curriculum students were much alike. However, black and nonblack extension students differed significantly on all socioeconomic status characteristics, with the greatest differences appearing to be in the income and occupation of household head categories. Black and nonblack extension students also differed significantly in relation to institutional attraction characteristics--black extension students tended to be more concerned than nonblack extension students about the availability of financial aid.

--parents of black curriculum and extension students had significantly lower levels of income and education than was true for their nonblack counterparts.

CONCLUSIONS AND IMPLICATIONS

Conclusion 1: Black students enrolled in the NCCCS have socioeconomic, demographic, and attendance characteristics that are different from those of the nonblack student.

The current literature on black two-year college students indicates that they are most likely to have lower socioeconomic characteristics and to be less prepared (according to scores

on nationally normed tests such as the SAT) to pursue post-secondary education than the average college student (Coleman, 1966; Knoell, 1970; Cross, 1971). The findings of this study are consistent with the literature in that black students enrolled in the NCCCS also tended to have a predominance of lower socioeconomic status characteristics. The "typical" black student in this study was from a home in which the household head was either a blue-collar or unskilled worker who had an annual income of less than $7,500, and had less than a high school education. Black students as a whole tended to reflect the socioeconomic status characteristics of their parents, as their average annual income was less than $6,000 and a large percentage of them (38 percent) had less than a high school education. Black students tended to cluster in the middle one-third of their high school class and not to have a high school education. They were not enrolled in the college preparatory curriculum while in high school and maintained "B" averages or below.

The findings of this study further indicated that black students tended to be female and enrolled part-time in an extension course. The largest percentage of black students were enrolled in fundamental education programs (adult basic education and high school preparation courses) or occupational extension programs.

The increasing enrollment of black students in the NCCCS lends special significance to the finding that black students as a group come to the System having a preponderance of lower socioeconomic status characteristics. This finding has far-reaching implications for the design of educational programs, teaching methods, and student services. Warner and Lunt (1941) and Lewis (1966) suggested that an individual's social class position influences his lifestyle, attitudes, values, perceptions, and learning needs. Thus, individuals who have a preponderance of lower socioeconomic status characteristics would be expected to differ significantly in those characteristics from individuals in the middle and upper statuses. Lewis (1968) suggested that persons having lower socioeconomic status backgrounds tend to display fatalistic attitudes toward life, appear to lack initiative and motivation, and have strong feelings of alienation, helplessness, dependency, and inferiority.

Although two-year postsecondary institutions have a history and tradition of serving the "new" student, there is some evidence that they may be ill-prepared to serve large numbers of students from very low socioeconomic backgrounds (Cross, 1971). The actual practices of two-year institutions have indicated more of an orientation toward the traditional students

from a middle-class background. The findings of this study clearly demonstrated that black students in the NCCCS were disproportionately enrolled in extension programs. Two-year institutions tend to direct most of their resources toward the curriculum programs which serve only a small proportion of students from the lowest socioeconomic strata (Commission on Non-Traditional Study, 1974).

The foregoing has several implications for programming within the NCCCS. The first implication is related to the question of whether or not the faculty, administration, and counselors have an understanding and appreciation of life-styles and values which may differ from their own. Since a majority of the black students attending these institutions are from the lower socioeconomic strata, it seems reasonable to assume that they differ in idiographic characteristics as to speech patterns, mannerisms, style of dress, attitude toward authority, and general orientation toward the school environment, among other differences. This assumption raises the question as to a possible need for continuing or in-service education for administrators, faculty, and counselors to be directed at understanding lifestyles that differ from their own.

A second and most important implication of Conclusion 1 is related to program and curriculum planning. The data showed that a majority of the black students (68 percent) enrolled in the NCCCS were part-time students enrolled in extension programs. The question may be raised as to whether the extension programs are designed in a logical sequence which will allow those students to progress from "where they are" to a degree program or some predetermined exit point. If the extension programs consist of a series of unrelated popular courses, black students may have limited future access to the degree and diploma curriculum programs. Therefore, the extension programs should be an integrated part of the total curriculum structure of the institution. The practice of "dumping" these "new" students into extension programs results in educational "tracking" based on socioeconomic status, which limits the institutions' ability to serve as an avenue for upward mobility among the lower socioeconomic strata.

The "typical" black student was found to be a married female who lived with her spouse. This finding is in direct contrast to the popular male image of the NCCCS student enrollment. The preponderance of females among the black student population points to a need for special emphasis on the traditional occupations women have chosen as well as expanding opportunities for them in the traditional male professions.

Conclusion 2: When all black curriculum and extension students are considered together, the NCCCS tends to be serving a higher proportion of blacks than exists in the population of North Carolina.

The NCCCS had its birth and grew to maturity during the postsegregation era (after the 1954 Supreme Court decision). Thus, the System was not hampered from its beginning by the requirement of legal segregation and through the years has served an increasing number of black students (Bolick, 1969; Phillips, 1970; Shearon et al., 1976). According to the 1970 U.S. Census, nearly one out of every five persons in North Carolina's population was nonwhite, whereas one out of every four students in the NCCCS was nonwhite.

This tendency to serve a disproportionate share of the State's black population was evident, however, only when all black students were considered together. The 1970 Census data show that over one-half of North Carolina's black adult population was female. When black students were compared by curriculum and extension classifications (program areas), curriculum students were atypical of the State's black sex ratio, as a majority (59 percent) of those students were male. Also, the proportion of black females in the extension programs was noticeably larger than their percentage in the State's adult black population. This finding has implications for the development of better access to the curriculum program for females if black students are to be served adequately by the NCCCS.

When compared by age groups, the State's black adult population under 26 years of age was overrepresented and the over 60 age group was underrepresented. Also, blacks who had a grammar school education or less were underrepresented, while black high school graduates were overrepresented. These findings point up the need for special efforts to provide access for those "hard-to-reach" groups within the State's black adult population. Older persons and persons having less education tend to have anxieties about using community institutions. Innovative recruitment strategies must be developed to reach those groups if community colleges and technical institutes are to live up to their claim of being the "people's colleges."

Conclusion 3: Community colleges/technical institutes are providing a major avenue for access to educational opportunities for the non-traditional student in the black population of North Carolina.

The community colleges and technical institutes appear to be providing access to educational opportunities for the

black student who does not fall within the traditional 18 to 22-year-old collegebound category. Almost 70 percent of the black extension students indicated that they would not have attended another educational institution if their institution had not existed. Black extension students were atypical of curriculum students in that they were older, tended to be married females living with their spouse, and were self-supporting. Thus, for this "new" group of black students the NCCCS appeared to be providing an avenue of access to educational opportunities. This observation is less true, however, for the black curriculum students, in that two-thirds of those students said that they would have attended another institution had theirs not existed. The claim that the community colleges/technical institutes duplicate the services of the four-year colleges/universities and do not increase access to educational opportunities might have some validity for the black curriculum student (Anderson et al., 1972).

The overwhelming majority (80 percent) of all black students indicated that their institution was their first choice from among the many types of institutions to attend. The literature indicated that black students tend to have negative attitudes toward two-year colleges (Greene, 1970; New Challenges, 1970). That the black students in this study overwhelmingly selected their institution as their first choice indicates that in North Carolina those students have a rather positive orientation toward the NCCCS. The fact that 80 percent of the black students in this study lived within 10 miles of their institution suggested that the proximity of the institution may have affected the rate of attendance of black students. The major implication of this finding is that community colleges/technical institutes must be within reasonable distance of the black population if they are to remain a major source of educational opportunity for them.

Conclusion 4: Black community college/technical institute students in different educational programs learned of and were influenced to enroll in those programs in different ways.

Black students enrolled in curriculum programs differed from those enrolled in extension programs in the ways they learned about those educational programs and were influenced to enroll therein. The black curriculum students named as their first source of information about programs community college/technical institute personnel, followed by institutional literature and friends who were not students. Conversely, black extension students indicated that a friend

who was not a student was their first source of information about community college/technical institute programs, followed by community college/technical institute personnel and their employers. Parents were the most influential in black curriculum students' decision to attend the institution, followed by a friend who was not a student and other students. Black extension students were most influenced by a friend who was not a student, followed by community college/technical institute personnel and their employers. High school teachers, counselors, and coaches were consistently ranked lowest as first source of information about programs and as least influential in their decision to attend the institution by both groups of black students.

The persons who were most influential in the black student's decision to attend a community college/technical institute were not, in most cases, the first source of information concerning the institutions' programs. That is, black curriculum students were most influenced to attend their institution by their parents and friends who were not students. However, their first source of information about programs offered was most often community college/technical institute personnel and institutional literature. Black extension students consistently ranked friends who were not students, community college/technical institute personnel, and their employers, in that order, as both the most influential in their decision to attend their institution and their first source of information regarding programs offered.

The conclusion that black community college/technical institute students in curriculum and extension programs learned of and were influenced to enroll in the institutions in different ways has implications for institutional/community linkages and recruitment strategies. First, the data from this study indicated that publicity through the mass media (TV, radio, newspapers) was a very ineffective means of informing potential students about institutional programs; only 4.7 percent of the black students indicated the mass media as their first source of information about community college/technical institute programs. As Shearon et al. (1976, p. 160) pointed out, "for recruitment to be more successful, target populations might be specified and approached systematically. Obviously, information and recruitment campaigns cannot be launched toward such ambiguous populations as 'friends,' but there are publics that can be clearly specified."

Peer groups seemed to have most influenced black students in their decision to attend their institution, whereas institutional personnel and literature were their first sources of information about the program. One possible first step in establishing school-community linkages would be to identify the organizations and facilities within the black community that

are frequented most by black students and their peers. Attractive posters and brochures advertising the institution's program along with black students serving in the role of recruiters could be placed within such community facilities as churches, recreation centers, dance halls, barber shops, and eating establishments.

The fact that high school teachers and other high school personnel served as a very insignificant source of information and influence for black community college/technical institute students might deserve some investigation, as one would expect better linakges between the two public educational systems.

Conclusion 5: Black students enrolled in the NCCCS depended primarily upon their own resources and not on student financial aid programs for support.

The findings of this study and the related literature indicated clearly that black students as a group are from the lower socioeconomic strata. Thus it seems reasonable to assume that those student would have a special need for financial assistance in attending college. Student aid programs such as Basic Opportunity Grants, educational loans, scholarships, and work-study programs were consistently ranked as the least important sources of financial aid by the black students in this study. Gladieux' study of the distribution of federal student assistance revealed that a large proportion of the two-year institutions simply did not apply for student aid funds. According to Gladieux (Shearon et al., 1976, p. 162), "students do have substantial needs and in too many cases are effectively denied potential opportunities for federal assistance simply because of the institution's failure to apply for an allotment of funds"; furthermore, those institutions that applied tended to underestimate their student aid needs.

If North Carolina community colleges/technical institutes are to serve adequately the needs of black students, they must focus on helping to remove the financial barriers that limit access to educational opportunities. More planning and programming must be directed toward the development of adequate student financial aid programs.

Conclusion 6: Black students enrolled in the NCCCS were motivated to continue their education primarily to be able to earn more money and the expectation that such training would lead to getting a better job.

The findings of this research indicated that black students were continuing their education primarily to be able to

make more money (Monetary value orientation) and to get a better job (Vocational value orientation). This general tendency to the Vocational-Monetary in their value orientation toward education was not unexpected, given the generally lower socioeconomic status of the group. Reasons for continuing their education which would suggest an orientation toward learning for the sake of learning or wanting to meet interesting people were generally ranked low by the black students.

A final implication of Conclusion 6 is that the community colleges/technical institutes must continue their focus on "pay check education." That is, they must provide opportunities for black students to acquire the necessary skills that will ensure entry into the job market. This would require that the institutions maintain strong linkages with the external employment market to ensure that their programs are congruent with market needs.

References

Anderson, A. C., J. Bowan, and V. Tinto. 1972. Where Colleges Are and Who Attends: Effects of Accessibility on College Attendance. McGraw-Hill Book Company, Inc., New York.

Besse, R. M. 1964. Education and the race problem. Jr. Commun. Coll. J. 39:36-41.

Bolick, C. M. 1969. Socio-Economic Profile of Credit Students in the North Carolina Community College System. HEW Project No. 8-C-033. Department of Community Colleges, Raleigh, North Carolina.

Bowles, F., and F. A. DeCosta. 1971. Between Two Worlds. McGraw-Hill Book Company, Inc., New York.

Coleman, J. S., E. Q. Campbell, C. J. Hobson, S. McPartland, A. M. Moud, and F. D. Weinfeld. 1966. Equality of Educational Opportunities. U.S. Government Printing Office, Washington, D.C.

Cross, P. K. 1968. The Junior College Student: A Research Description. Educational Testing Service, Princeton, New Jersey.

Cross, P. K. 1971. Beyond the Open Door: New Student in Higher Education. Jossey-Bass, Inc., San Francisco.

Godhold, D. H. 1976. Most valuable medium for blacks. Commun. Jr. Coll. J. 47:28-31.

Greene, C. 1970. Black Community College Students Have Special Problems; What Are Those Problems? Educational Resource Information Center, Washington, D.C. ED-047 690.

Knoell, D. M. 1970. People Who Need College: A Report on Students We Have Yet to Serve. American Association of Junior Colleges, Washington, D.C.

Lewis, O. 1966. La Vida: A Puerto Rican Family in the Culture of Poverty--San Juan and New York. Random House, New York.

Medsker, L. L., and S. W. Trent. 1965. Factors Affecting College Attendance of High School Graduates From Varying Socioeconomic and Ability Levels. USOE Cooperative Research Project No. 438. Center for Research and Development in Higher Education, University of California at Berkeley.

Millinger, M. 1962. Changing trends among public junior college student bodies. Jr. Commun. Coll. J. 33:13-19.

Mitchell, D. C. 1971. Urban Community College Students' Aspirations, Academic Success, and Belief in Internal-External Control. Educational Resources Information Center, Washington, D.C. ED-046 393.

Monroe, C. R. 1972. Profile of the Community College. Jossey-Bass, Inc., San Francisco.

Moore, W., Jr. 1971. Blind Man on a Freeway. Jossey-Bass, Inc., San Francisco.

New Challenges to the Junior College--Their Role in Expanding Opportunity for Negroes. 1970. Educational Information Center, Washington, D.C. ED-041 583.

Phillips, A. C. 1970. A study of selected socioeconomic characteristics of noncredit students in the North Carolina Community College System. Unpublished EdD thesis, Department of Education, Duke University, Durham, North Carolina.

Schoenfeld, L. F. 1968. Education after high school. Sociol. Educ. 41(4):350-369.

Sewell, W. H., and V. P. Shah. 1967. Socioeconomic status, intelligence, and the attainment of higher education. Sociol. Educ. 40(1):1-23.

Shearon, R. W., R. G. Templin, Jr., and D. E. Daniel. 1976. Profile of Students in North Carolina Community Colleges and Technical Institutes--Technical Report. Occupational Unit, Department of Public Education, Raleigh, North Carolina.

Thornton, J. W., Jr. 1958. Who are students in junior colleges? Jr. Coll. J. 29:90-116.

Warner, W. L., and P. S. Lunt. 1941. The Social Life of a Modern Community. Yale University Press, New Haven.

Winkler, K. J. 1975. Black youths' share of enrollment grows. Chron. Higher Educ. 2:10.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 1 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES